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In the more than 300 books and 600 essays on or related to U.S. higher education that were written in 1968, 2 themes appear frequently: (1) the presence and power of college students (which may be thought of as the agony and the promise of America), and (2) the future of U.S. institutions of higher education. The paper reviews 6 documents on each of these themes. Among the publications on the college student, the January 1969 special issue of Fortune magazine contained the best overview of the mood of the present generation of college students. Other works deal with college impact on the development of student personality, a developmental approach to the curriculum, college dropouts or failures in contrast to persisters, creative students and underachievers, and difference between college attenders and non-attenders. Publications on the future of U.S. institutions of higher education discuss the lack of focus and meaning in undergraduate life, strengthening the role of the campus in the community, liberal education versus specialized research, cluster colleges, barriers to educational change, essentialism versus existentialism, the future of the relationship between colleges and universities and the society in which they function, and the rise to power of the academic profession in the U.S. and its effect on the rest of society. (WM)

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REVIEW OF SELECTED LITERATURE: THE AGONY AND PROMISE OF AMERICA

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Information Session E
Monday evening, March 3

REVIEW OF SELECTED LITERATURE: THE AGONY AND PROMISE OF AMERICA*

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1968 produced a bumper crop of books and articles on or related to American higher education. It was not, however, a vintage year. Over 300 books and double that number of essays were presented to the public for reading, annotating, filing and critical review but no one or two books stand head and shoulders above the others or are likely to be considered classics such as The American College or The Reforming of General Education. Two particular themes, however, do stand out of this mass which are relevant, appear frequently and bear directly upon the theme of this conference. The future of American higher educational institutions and the presence and power of college students appeared often in the literature and also represent the best works of the year. The presence and power of college students is both the agony and promise of America although it is difficult to know at any given moment whether the agony or the promise will finally prevail. The same can be said for the future of tertiary educational institutions.

The present academic year has been called by many "the year of the student". If the volume of literature and the rate of new demonstrations, at least one each day since Christmas vacation, are any index of this statement it must certainly be true. Students have been more disected, analyzed, and reassembled during the past few years than at any time in the previous history of education. Yet in spite of this wealth of materials on the American college student very little of what has been published consists of new research which is desperately needed before the agony can be the promise.

The best overview of the mood of the present generation of college students was presented by the popular press in the January 1969 issue of Fortune magazine. This special issue dedicated to American youth reviews the rebellion of youth in the United States but concentrates upon a contrast between non-college and college going students, between the "square universities" and the "free form revolutionaries". The basis of the series of articles is a survey conducted for Fortune and reported in full which analyses viewpoints of American youths who are divided into no college, practical college, and forerunner college categories. Daniel Seligman in "A Special Kind of Rebellion" reports that roughly 3/5 of the college students think of college chiefly as a path to improvement of their social and economical status. The other 2/5ths are disdainful of "careerist" values, show a startling tendency to radical views and about ½ believe that the U.S. is a sick society. In a list of personalities admired by this 2/5 of American college students all three of the major Presidential candidates in last year's election ran behind Che Guevara.

In another survey Fortune reveals that young adults (18 to 24) now make up a smaller share of the total United States population than before World War II and not a larger share as is commonly supposed. They also point out that the higher education gap between men and women is widening not narrowing, the economic impact of

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*Summary of statement presented at Information Section E on "Literature in Higher Education" at the 24th National Conference on Higher Education, sponsored by the American Association for Higher Education, Chicago, Monday evening, March 3. Permission to quote restricted.

growth in number of households headed by persons 18 to 24 is really less than 8% of all U.S. households and that the tidal wave of youth is beginning to crest. In other words, by the early 1970's the number of 18 to 24 year olds will be increasing at essentially the same rate as the total population.

Two articles on the university are of particular import. One entitled "The Faculty is the Heart of the Trouble" by Max Ways contrasts the student demand that education be involvement and relevance with the characteristic detachment of the faculty one from another, from discipline to discipline and the mobile professor from the university and the community in which he teaches. "The Square Universities are Rolling Too" by Jeremy Main may give some confort to administrators of these institutions and parents who send their offspring with some confidence they will not end up majoring in rebellion and minoring in pot. The "square universities" and colleges enroll the majority of American students but even in these relatively calm schools students are transforming the governance of the institution and loosening student life regulations. The articulate students who seek responsibility on the quiet campus don't want to wreck their college or their society since they know that in a couple of decades they are going to have to run them. Mr. Main has traveled widely and brings at least the authority of a good interviewer to his argument.

The other article of particular significance is entitled "The Jewish Role in Student Activism" by Nathan Glazer which points out that although only one in twenty American college students is Jewish, among the committed identifiable radicals on the college campus probably 1/3 to 1/2 are Jews. Professor Glazer of Berkeley examines this phenomenon and notes that the issue is not "Why are Jews radical?" but rather that the tradition of familial and nationalistic Jewish radicalism out of which the students have come has tended to push them forward in the movement of the new left. The whole January 1969 issue of Fortune is a testament of good reporting and should be in the portfolio of any college administrator and faculty interested in how students learn.

Of the numerous work published last year on the college student the one single document which every faculty member and administrator in the United States should read is the short volume entitled The Student in Higher Education published by the Committee on the Student in Higher Education of the Hazen Foundation. The Committee was chaired by Joseph Kauffman, one of the most significant authorities in the field of the college student in the nation. The report is a statement of a position evolved from discussions. The Committee makes a plea for a developmental approach to the college curriculum, stressing the need to understand the impact of knowledge on the development of the whole personality of the student. It is their contention that, given the size and complexity of American higher education and the inarticulate restlessness of its students, the alternatives to this direction of curriculum building cease to be optional.

The two major themes of the report might be summarized by the words of the writer, "1) The college is a major influence on the development of the student's personality and must therefore assume responsibility for the quality and direction of this development, and, 2) Even the college's central task of guiding the intellect cannot be done well unless the school realizes that the acquisition of knowledge takes place in the context of emerging adulthood." Unfortunately, the committee finds itself confessing the dilemma which seems to face all those advocating an experiential or developmental curriculum, namely "It is difficult to specify exactly what the college ought to do." Even the list of recommendations which are very helpful goals do not describe ways by which an existing college might renovate, innovate, or transform its present curriculum into something more viable for the whole student.

In spite of this shortcoming the volume clearly and concisely states the priorities and committments which to the authors appear critical to changing the agony of present student involvement into the promise of the future.

Joseph Katz and his associates at Stanford University last year published a five year study of 3,500 entering men and women at Berkeley and Stanford University entitled, No Time For Youth. This book, with two others to be mentioned in this presentation, constitute in my judgment the major research underlying the statements made by the Hazen Foundation Committee on the Student in Higher Education. A careful reading of this study, of Paul Heist's, The Creative College Student and Trent and Medsker's Beyond High School will provide a college faculty with the "hard" data which they so frequently cling to as the bases for curricular decisions.

Katz and his associates at the Institute for the Study of Human Problems at Stanford report that although college students do change somewhat, moving toward more liberal, open attitudes, these changes do not result from any perceivable or rational effort on the part of the University. While students become more tolerant and liberal in areas of their personal life a revolution in behavior does not appear to have taken place. The authors of this excellent compendium to Nevitt Sanford's The American College stress, as he did, the need for a curriculum directly related to the developmental tasks and experiences of students rather than to the logic of specific disciplines. How to do it is again unanswered.

No Time For Youth is especially helpful for student personnel workers who may find the case studies of particular usefulness in counseling. The book concludes with a chapter outlining a new approach to curriculum building in which the individual development of the student becomes a central goal. But even at this point their recommendations fall into policy and philosophy rather than structure and relationships of power which are more the concern of faculty these days than the former.

The next two books need to be taken together since both are publications of the Berkeley Center for Research and Development in Higher Education and concentrate essentially upon interrelated problems of the college student. The one edited by Paul Heist entitled The Creative College Student: An Unmet Challenge, is essentially concerned with the college "push-out"; the individual who finds the system intolerable or whom the system finds intolerable. The second, Beyond High School, by James Trent and Leland Medsker deals with the dropout or college failure in contrast to the college persistor. These two works are written in a scholarly fashion and report the results of several years of study of high school and college students. Although the Trent and Medsker book could be more readable they both present their case in very strong terms. Unfortunately, neither has been written by a Michael Harrington and, although they deal with the poverty of the American system of education in cutting off the underachiever and the creative, they will not stir the imagination of the American public, the civil servants of bureaucracy or the state and federal legislators the way in which The Other America did. Both books were extremely moving, damaging, discouraging and taken seriously should cause any reader to react in anger over the present state of American higher education which allows, in fact, which fosters conformity of the kind described in these two studies.

In The Creative College Student the authors challenge what they claim to be the general assumption that students who possess unusual talent or exceptional creative potential perceive and learn no differently from most other college students. Consequently, they maintain that there has been no recognized need for greater understanding, special provisions or individualized treatment for the creative student. Far too frequently programs for the highly able or academically capable students have

subsumed the youth who have high potential for creative expression and equated their interest, which the authors clearly substantiate are not necessarily synonymous. For example, the high attrition rate of creative individuals presented in this volume testifies to the error of assuming that the educational needs of the creative student are being met by honors programs, tutorials and independent study courses which have been touted as particularly suitable to students of high grades and expressed interest. The primary criticism within the book is aimed at the teaching methods of the common curricula of American colleges which the authors feel are sadly inadequate to help the majority of creative students learn. For although high ability is often a characteristic of the highly creative it may not be disciplined in such a way that the ability fits a highly conforming system of American higher education.

Donald MacKinnon's two articles entitled "Selecting Students With Creative Potential" and "Educating for Creativity: A Modern Myth?" are particularly enlightening. MacKinnon challenges the present system of educating creative students and questions whether or not any of the other forms of education being proposed today would succeed any better if tested. He does suggest a number of guidelines which he thinks would be useful with creative students, all of which have been proposed from time to time in the past but which have never been collectively utilized or evaluated.

The chapter entitled "Curricular Experiences for the Creative" by Paul Heist and Robert Wilson is important to those concerned with curriculum development in our colleges. The authors point out that the major focus of concern among creative students apparently centers on what faculty members do or fail to do both directly in their interactions with students in and out of the classrooms and indirectly in their roles as formulators of policy and structure. They then proceed to analyze the problems of faculty in teaching creative students. Again, a person looking for specific suggestions will be disappointed for the authors provide only guidelines relating to the breadth and depth of the curricular experience. The chapter suffers from a lack of illustration of the points which would spur thinking for the less creative who are charged in every institution with building the curriculum for the creative.

Beyond High School is a comprehensive study of a sample of ten thousand students in sixteen communities throughout the country, some of whom entered Berkeley or San Francisco State College. The study follows the individuals from their senior year in high school through work, college and sometimes marriage analyzing impacts of college and employment from their values and attitudes.

Although the authors point out the variety of differences among the three groups: Those who enter the work force, those who enter college and finish, and those who enter college but leave before receiving a degree, they are unable to distinguish very many important differences in human experience. They do establish that there is a slight difference between college attenders and non-attenders in terms of the value placed on intellectual matters but very little difference in terms of human values. The authors substantiate the conventional notion that the home or early environment is the essential factor in success in college and in establishing an individual's value orientation but go no further in helping any institution interested in understanding why its students drop out. The book makes a strong case for conformity in the system of higher education being the primary cause of students dropping out and makes a plea for a better understanding of the norms of our society which press the family group, the college and the individual into conformity. The authors conclude that college matters, that it is, indeed, still beneficial to attend college in terms of shaping character and destiny yet it leaves unanswered the questions "to what extent?", "precisely what elements in the college do the shaping?", and "for how long will the changes last?"

The last book in this section, The College Student and His Culture: An Analysis, by Kaoru Yamamoto is an anthology of readings which should serve as a good text for students of higher education as well as college administrators and trustees who would take the time to read it. Dr. Yamamoto has drawn on a number of outstanding articles most of which have been printed earlier in other places and ordered them in such a way as to provide an excellent analysis of the college student in the 1960's. Because the role of the student is changing so rapidly these days, primarily due to pressure from students themselves, this volume could find itself very soon listed among the good histories of the student generation between apathy and revolution.

Yamamoto's writers generally represent a theme corresponding to Philip Jacob's contention that values of college students change very little. The volume contains an urgent appeal for students of higher education to study the myths of the American college student rather than the myth about him as a means of better understanding him and his world. This book concludes the section on the college student because I believe it will last the longest of any published in 1968 both because the editor has chosen well in compiling the anthology and because the articles themselves reflect more abiding themes and underlying issues than do many of the more frantic, irrelevant, contemporary pleas for urgent reform.

Time, said St. Augustine, is a three-fold present: The present as we experience it, the past as a present memory, and the future as a present expectation. By that criterion the second major theme of the publications in higher education in 1968, the future of educational institutions, is already upon us. The decisions which are made now on the way in which curriculum is designed, buildings are constructed, personnel employed and institutions structured commit the future. The future is never a leap into the beyond, the future is now.

Essentially this notion comprises the theme idea running through the significant books written in 1968 concerning the future of our present institutions of higher learning. It is an awesome concept, particularly in light of the agonizing complications of the riot-torn, dissention-ridden, revolutionary-minded students who attend them and the profession-oriented, tenure-minded faculty who teach in them. But it is also a promising concept because the decisions made today can shape the future of American higher education, can determine whether or not our colleges and universities will be flexible, open ended, learning centers or whether they will continue to be monolithic citadels of conformity.

The six volumes selected for review in this discussion all look at the future of American higher education in terms of the present. They all begin with the premise that the future is now. Campus 1980 edited by Alvin Eurich is an excellent collection of articles on the shape of the future of American higher education. The first article, "Agenda for the Colleges and Universities" by John Gardner sets the tone for the concept that the future is now. Gardner argues that the first order of business for the future is to make an agenda: to propose, to debate and clarify some priorities among the myriad tasks which crowd in on the academic community. He believes that among the urgent matters needing attention are the lack of focus and meaning in undergraduate life and strengthening the role of the campus in the community.

Another excellent chapter is "The Future of Teaching" by William Arrowsmith which was originally delivered as a keynote address at the 1966 meeting of The American Council of Education. This chapter proclaims that our university scholars are professional and technocratic but as educators they have been disqualifying themselves

for more than a century. Demanding a return to the high art of teaching William Arrowsmith argues that there is no necessary link between scholarship and education or between research and culture. He stresses the need for men who embody in themselves the values of the humanities they are endeavoring to instill in their students. His major thesis is that reorganization and curriculum revision will not really make education relevant unless the college is a good place for men and women with personal values and humane ideals. The final essay by Clark Kerr "Conservatism, Dynamism, and the Changing University" poses the most perplexing questions for the future of American higher education: "Can American higher educational institutions change themselves sufficiently to meet the challenges and demands of the society they have educated?"

For those who get their concept of higher education from the Saturday Review of Literature Paul Woodring's volume The Higher Learning In America: A Reassessment serves as an excellent summary. It is a conventional book rich in the conventional wisdom of American higher education. There are virtually no new ideas introduced for the professional student in the field but the volume serves as a good overview for faculty, students or the lay public. The university neglect of undergraduate teaching and the faculty desertion of liberal education in favor of specialized research are the recurring themes appearing in this volume; themes which have been worked over for the last five years.

In answer to the question, "Who ought to be admitted to college?" Mr. Woodring guesses that perhaps a third to a half of all high school graduates can profit enough from some kind of higher education to justify the time and expense. Already that number are enrolled, the nation has felt the time and expense are justified and the likelihood that we will far surpass his conservative estimate is very strong. Mr. Woodring expansive generalizations make his book difficult reading for responsible students of higher education but nevertheless it seems to me to be one of only two significant treatments appearing during the year for the lay public who are increasingly concerned about their institutions of higher learning.

A much more exciting but equally traditional analysis of the present and future of American higher education is The American University: How It Runs, Where It is Going by Jacques Barzun. Iconoclastic, bombastic and caustic but entertaining and exciting, Dr. Barzun presents many good ideas for the future of the educational enterprise. He is an extremely able and colorful writer who will provide the most help to those who adhere to the scholastic tradition in American higher education. One of the central themes of his book, for example, is the notion that the best students should go to the universities and the rest to other colleges.

Dr. Barzun's concluding chapter "The Choices Ahead" is the most entertaining as well as enlightening. He proposes 68 choices which he feels a university must make if it is to determine what it fundamentally thinks it is and reflect that particular style in all its activities. Although he has spelled in notorious terms in other writings the demise of the liberal arts college he concludes his essay on the American university by saying "I do not doubt that if circumstances send the institution into an eclipse, the idea of it will survive into another day." Dr. Barzun is an astute observer of the university, in fact of the whole higher educational enterprise. His is a well organized exposition, brief but rich, encompassing the agonies of today and the promises the university holds for the future if reformed. Would that Dr. Barzun had spent his life in a liberal arts college.

Alternative To Irrelevance by Warren Martin is the most conservative but to me the most provocative of the four volumes assessing the present and the future internal operation of higher educational institutions. The strength of Dr. Martin's book

does not lie in his modest proposal for cluster colleges as a solution to irrelevance in the future of American education but in his succinct and provocative analysis of the nature of change and the professorial dicotomy that impedes it in the academic community. He conceives of the current college and university unrest as an essentialist-existentialist confrontation. In spite of the fact that Nevitt Sanford writes in the forward that it remains to be seen if such "moderate proposals are too little and too late" Professor Martin presents one of the few specific plans to be published last year for actually implementing the developmental, experiential or existentialist philosophy of educating students in the twenty-first century.

Reading the second chapter "Resources For Comprehensive Innovation" which concerns itself with the essentialist-existentialist conflicting philosophical assumptions, one has the feeling that Professor Martin has hit precisely upon the underlying and perhaps even unconscious dicotomy that frustrates administrators, faculty and students interested in genuine innovation, by which I mean radical discontinuity with the past, and at the same time frustrates faculty, administrators and students interested simply in renovation, by which I mean an evolution or maturation of what is.

Martin defines essentialists in education as formalists who draw on Dewey, James, Hegel, Kant, Mill, Locke, Calvin, Augustine, Aquinas and Aristotle while the existentialistsin education center on the student and draw on Buber, Sarte, Camus, Kierkegaard, Rousseau, Socrates and Job. Essentialists in education contend that there is a specific body of knowledge to be taught and learned, that human nature is the same in every epoch and that tradition, ceremony, history and experience are worthy teachers. So subject matter, standards, prerequisite and sequences are essentialists' concern, as are the disciplines and the departmental style of life.

Educational change for most essentialists is possible as long as continuity is not sacrificed to immediacy. Essentialists are likely to be conspicious in making academic freedom a matter of conceptional entities - definitions, mechanisms for implementation and penalties for violations.

Existentialists, on the other hand, are more likely to see academic freedom as a relational condition obtaining among persons. They are less concerned about continuity with the past than about present and personal relevance. There is interest in historical perspective but not in historicism. Existentialists emphasize that instruction and involvement are both facets of the learning process, stressing the affective in opposition to the essentialist pedagogy which stresses the cognitive side of learning. The essentialist is primarily concerned about what the teacher says and the existentialist is primarily concerned about what the student hears.

Since most colleges are in the hands of essentialists the climate of learning and the possibility of innovation are extremely limited. The essentialists must share the responsibility for the present situation in American higher education since students by and large reflect the existentialist point of view. The extensive treatment Mr. Martin gives to this concept in his discussion of innovation and confrontation is an addition to the permanent literature of higher education.

The last two books concern themselves much more with the future of the relationship between American colleges and universities and the society in which they function. Higher Education In Tomorrow's World edited by Algo Henderson is a collection of essays by internationally known scholars which bear upon issues and problems with which the university ought to deal in the society in which it exists, namely the

world. Although the essays are geared primarily to the large university and its influence or lack of influence upon the world community, the volume is still good reading for those in smaller liberal arts colleges as a basis of understanding their own heritage and because, if the past is any predictor of the future, the small colleges will continue, unfortunately, to imitate the larger universities.

The first essay by Sir Eric Ashby entitled "A Case For Ivory Towers" posits a good distinction for the university to bear in mind as it faces the future. He suggests that the university should base its future upon the understanding of the "inner-logic" of the past not upon the future of the environment which is highly unpredictable. Sir Ashby interprets the hereditary future of the world universities as growing out of the nature of their birth and the various historical strands which have contributed to their present breadth of concern.

The essay by Kenneth Boulding "The Role of the University in the Development of a World Community" and the chapter by Courvoisier on "The Quest for Values and Choices" are particularly solid reading. The latter presses for victory over self as the essential ingredient which will make tomorrow's civilization worthy of the name civil-ization. He maintains that "unless it (the university) remains in the service of man in his integrity and in his dignity, and unless it opens the way to springs where he can truly assuage his thirst" it will not be worthy of existing.

The final book on the future of higher education, the winner of the American Council on Education 1968 book award is The Academic Revolution by Christopher Jencks and David Riesman, is also the most exciting and most controversial. This book is not about the internal revolution in American higher education but rather concerns itself with the rise to power of the academic profession in this country and its effect on the rest of the society. The authors refer to Michael Young's Rise of the Meritocricy which seems to me to be essentially the theme of the whole volume and the nature of the revolution. The academic profession, according to Riesman and Jencks, has established an achievement oriented society which tends to substitute knowledge for wisdom, research for scholarship and teaching for learning.

The volume is well written, penetrating in its analyses and insightful in its projections for the future. In the introduction the authors carefully disavow all faults which the book may contain and charge off any failures in perception or scholarship to lack of time and breadth of the subject. In spite of their lengthy admission of the possibility of shortsightedness the authors plunge ahead with their generalizations in support of their theses. For example, although the chapter on the Negro college has been modified somewhat in light of a rebuttal by a group of Negro college presidents, it still contains some controversial contentions which those long associated with the Negro college feel cannot be substantiated. Jencks and Riesman say, for example, that almost half of all Negro undergraduates attend predominantly white colleges yet in a footnote on the same page they say that between 50 and 60 per cent of all Negro students will probably be in Negro colleges. Since the number of graduate programs in Negro colleges is extremely small, in all likelihood Jencks and Reisman are wrong on this point. The conclusion and post-script to this chapter, which documents the aftermath of the controversy surrounding the first publication of this essay, is an excellent apology for the position which the authors take. They rightly say "One reason for publishing bad news is the hope that it will force men to examine the course of action that leads up to it."

The greatest strength of The Academic Revolution lies in the thesis which the authors developed through the several hundred pages of this volume. The writing is personable and well illustrated in a no-holds-barred fashion. In the words of the present

student generation they attempt to "tell it like it is" which always presents a perceptual problem.

Several concepts run through these six volumes on the future of American higher educational institutions. All advocate change, though some want merely for the institutions to evolve into what they have always contained the potential to be while others want them to be radically different from what they have been in the past. All studies have focused upon the evils of the faculty and the necessity for curricular change although whether that should be merely renovation in the essentialist tradition or genuine innovation in the existentialist tradition remains to be decided. In any case, when the research and analysis of the college student is superimposed on the future of the institutions they attend the need for change cannot be denied by even the most casual observer of higher education.

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